RECOGNITION OF PRIOR LEARNING IN GETTING QUALIFICATION – PORTUGUESE EXPERIENCE

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Tallinn, 18.11.2016
Recognition of prior Learning in getting qualification – Portuguese Experience

• Portugal – Context
• How to face the challenge
  • RVCC
  • CNO
  • CQEP
  • CQ
• Lessons learnt
• How to move forward
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Portugal Portrait

2015

10.358.076 RESIDENTES

53% 47%
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**POPULAÇÃO EMPREGADA**

A população no setor terciário reforça-se em desfavor da população nos setores primário e secundário.

- **SETOR PRIMÁRIO**
  - Agricultura, produção animal e pesca
  - 8%

- **SETOR SECUNDÁRIO**
  - Indústria e construção
  - 24%

- **SETOR TERCIÁRIO**
  - Serviços
  - 68%
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Departing Point

Solutions for some structural national problems:

• illiteracy (1900 - 78% of the population were illiterate-industrialised countries of Europe where levels of illiteracy fallen to 10-30% (Scandinavia, Germany, England) – 2011 - 5%)

• early school leavers; 14,4% (2015)

• low indexes of productivity;

• low levels of qualifications.
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TAXA DE ANAFLABETISMO

A população que não sabe ler nem escrever diminuiu quase quatro vezes.

1981
19%
23%
14%

2011
5%

É na população feminina que o analfabetismo prevalece.

7%
4%

imanovation
networking for knowledge
Taxa de abandono escolar entre os 18 e os 24 anos

19,2 % Portugal

11,9 % UE 28
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População residente que tem pelo menos o ensino secundário entre os 25 e os 64 anos

45,1 % Portugal 76,5 % UE 28

1. Lituânia 93,6%
2. República Checa
3. Eslováquia
4. Estônia
5. Polônia
6. Letónia
7. Finlândia
8. Eslovénia
9. Alemão
10. Áustria
11. Suécia
12. Croácia
13. Hungria
14. Bulgária
15. Dinamarca
16. Irlanda
17. Reino Unido
18.Chipre
19. França
20. UE 28 76,5%
21. Luxemburgo
22. Roménia
23. Bélgica
24. Grécia
25. Itália
26. Espanha
27. Portugal 45,1%
28. Malta 43,5%
Since 2009 - Compulsory education - 12 years

**DE ESCOLARIZAÇÃO**

pré-escolar e o secundário que registram a maior subida.

### DE NORMAL DE FREQUÊNCIA DO CICLO DE ENSINO AÇÃO RESIDENTE COM ESSA IDADE (%)

<table>
<thead>
<tr>
<th>Ciclo</th>
<th>%</th>
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<tbody>
<tr>
<td>Pré-escolar</td>
<td>89</td>
</tr>
<tr>
<td>1.º Ciclo</td>
<td>97</td>
</tr>
<tr>
<td>2.º Ciclo</td>
<td>89</td>
</tr>
<tr>
<td>3.º Ciclo</td>
<td>87</td>
</tr>
<tr>
<td>Secundário</td>
<td>75</td>
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<table>
<thead>
<tr>
<th>Anos</th>
<th>Escalão de pessoal ao serviço</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>2008</td>
<td>1.235.093</td>
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<tr>
<td>2009</td>
<td>1.198.781</td>
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<tr>
<td>2010</td>
<td>1.144.150</td>
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<tr>
<td>2011</td>
<td>1.112.000</td>
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<tr>
<td>2012</td>
<td>1.064.299</td>
</tr>
<tr>
<td>2013</td>
<td>1.097.492</td>
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<tr>
<td>2014</td>
<td>1.127.317</td>
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Fonte: PORDATA
Última atualização: 2016-04-06
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Centralized system – Government responsibility for education and training.

- Ministry of Education - responsible for education, including school-based vocational education and training
- Ministry of Employment - responsible for the apprenticeship system, CVET, Adults
- Social Partners – Governance level / operational level
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(2007) National Qualifications System

- Management ANQEP / IEFP – Education/ Employment
- National Qualifications Framework – 8 levels
- National Qualifications Catalogue - today - 303 Qualifications from level 2 to level 5 / 136 Professional RVCC Referential
- 16 Sectoral Councils
- Recognition, validation and certification of skills (RVCC) – Prior learning - CQ
- Double certification – academic /professional
- Permeability
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• To face the challenge:

• 2001 – launch of RVCC processes + Agency for adults Education
• Set up the tools to RVCC – education – to achieve the 9 years of compulsory education
• Key competences tools – Portuguese + mathematics + ICT
• Pilot experience with few RVCC Centers
• Finding the right persons to follow the processes – Trainers + RVCC “trainers”
  
  no previous experience for the majority of people who were to implement the process
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December 2005

• The New Opportunities Initiative (NOI) - national programme to massively upgrade the qualifications of the segment of the Portuguese population that lacks basic formal educational qualifications (2005-2010).

• The programme combines Accreditation of Prior Learning (APL) and Recognition of Prior Learning (RPL) with adult and vocational education and certification.

• target group - low-skilled adult population of 3.5 million adults)

• was the largest governmental program in Europe
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Goals

• 1 million of adults in 4 years

Certification of skills of 600,000 adults via recognition, validation and certification processes (255,000 for the Primary Education and 345,000 for the Secondary Education level)
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How?

**Infrastructure:** establishment of a network of NOI centres (CNOs) 450 in 2010. Schools (state or private), companies, municipalities or other entities.

**System:**
- development of national standards to apply in the recognition, validation and certification processes;
- development of system for quality assurance – Quality Charter + indicators of service + Self-assessment a means of holding each center accountable for their actions
- development of national information and management system for monitoring of activities of the centres;
- launching a huge national campaign for motivating and enrolment of adults
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Time, money and information - responsible for low participation rates in lifelong learning, especially among the low-educated adults.

- Financed by state and ESF– a free process to the individual
- Flexible (some CNOs open until midnight)
- National campaign to give more information
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- RPL mechanism - the CNOs implemented new services of adult education.

  The task of bringing adults into the system diagnosing their individual needs customised solutions

Launch of RVCC professional
RVCC secondary school level – foreign language

Importance of the jury – External experts (Social Partners could be involved)
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Benchmark Competencies

PERSONAL SKILLS PORTFOLIO

Skills validated

Individual Plan Training

Dual Certification
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- CNOs register a record 1.6 million enrolments
- 430,000 certifications (9th and 12th grades)
- 9,000 professionals worked in the CNOs
- Closer cooperation with the business community and employer’s association – agreements with companies

Sense of urgency - qualification of adults and lifelong learning
Very ambitious goals

20 years to overcome 20 decades of educational disadvantage
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• New government... 2011

From 450 CNOs to 130 CQEPs!!!
In 2012 end of CNOS
2013 new CQEPs
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- CQEPs

- New elements

  - young people – guidance
  - introduction of an exam (written or oral...)
  - Separate educational/Professional
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RVCC Process (recognition, validation and certification of competences/skills)

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<table>
<thead>
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<tbody>
<tr>
<td>1. <strong>Skills Recognition</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Portefolio construction</td>
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<tr>
<td></td>
<td>- Skills identification</td>
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<td></td>
<td>- Skills audit</td>
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<tr>
<td>2. <strong>Skills Validation</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Self assessment (20%)</td>
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<tr>
<td></td>
<td>- Team assessment (80%)</td>
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<td>(0 – 200 point scale)</td>
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RVCC Process (recognition, validation and certification of competences/skills)

1. **Skills Recognition**
   - Portefolio elaboration
   - Skills identification
   - Skills audit

2. **Skills Validation**
   - Self assessment (20%)
   - Team assessment (80%)
   - With conditions
   - Without conditions
   - Trainning

3. **Skills Certification**
   - Exam (written, oral or pratical)
   - If score per Unit Skill > 100
     - Total Certification
   - If score per Unit Skill < 100
     - Partial Certification
     - Forwarding
     - Educational or Training Offer
     - Self-Training or Training in the work field
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- CQ – Centros Qualifica August 2016

New

- no more guidance
- Adults + NEETs (14,1%)
- Stronger role of the Employment Public Service
- Jury with the trainer which worked with the adult
- No more written or oral exam
- Still separate RVCC school/professional
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- CQ flow:
  - Welcome
  - Diagnosis
  - Skills audit
  - Guidance
  - Training (compulsory 50 hours)
  - Recognition and validation – jury
  - Certification
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Figure F.1 Improvement of knowledge attributed to NOI

- Reading, writing and speaking in Portuguese
- Learning to learn
- Cultural sensitivity, communication and engagement
- Personal and social competencies
- Basic competencies in science and technology
- Understanding and assessing the media
- Citizenship and civic engagement
- Computer use
- Internet use
- Search and management of information on the Internet
- Arithmetic and math
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✓ Personal Background
✓ Professional Background
✓ Self-Consciousness
✓ Self-Esteem
✓ Self-Improvement
✓ Personal Project
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• Some lessons

• The importance of Quality criteria – to give credibility to the system

• Realistic goals

• Involvement of the right partners

• Make the difference with the formal learning

• For each participant one solution
Challenges

Youngs expectations

Ministries of Education and Labour

Companies expectations + needs

Match demands and needs – role of social partners

Stronger Partnerships companies/education providers
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A bridge between education and Labour market

• Qualifications designed in Learning Outcomes
  • Units of LO – Flexibility in the pathways
A tool to follow the change
( 2018 – EU recommendation)